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ABSTRACT

Developed as one component of a total career education demonstration project for Appalachian Maryland, the art curriculum activities presented in this guide are intended for use as supplements to the total middle or junior high school curriculum. Introductory material lists career education concepts and outlines career and occupational development objectives. The body of the guide consists of (1) three units--images and things, psychology, and man as a group member--relating career education activities to one or more specific concepts within each unit and (2) seven art activities (e.g., designing a button, designing and making business cards, photography, art matrix, word scramble, occupations), with each activity including the learning outcome, materials needed, and a description of the activity. (SH)

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ED150274

CAREER EDUCATION

IN APPALACHIAN MARYLAND

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INVESTIGATION AND DECISION MAKING

MIDDLE OR

JUNIOR HIGH SCHOOL

ART

SUPPLEMENTAL ACTIVITIES

CE 012 375

The supplemental curriculum activities developed under this demonstration project make up one component of a total Career Education Demonstration Project for Appalachian Maryland.

Although the infusion of this material into curriculum areas is felt to be most important, we are not suggesting that these materials be used as texts. This material, when used supplementally, should add greatly to our total education curriculum.

In his position paper, "An Introduction to Career Education", Kenneth B. Hoyt, Associate Commissioner for Career Education at the United States Office of Education, stated "If students can see clear relationships between what they are being asked to learn in school and the world of work, they will be motivated to learn more in school.

"There exists no single learning strategy that can be said to be best for all students. Some students will learn best by reading out of books for example, and others will learn best by combining reading with other kinds of learning activities. A comprehensive educational program should provide a series of alternative learning strategies and learning environments for students.

"Basic academic skills, a personally meaningful set of work values, and good work habits represent adaptability tools needed by all persons who choose to work in today's rapidly changing occupational society."

I feel that the material developed by this very competent and industrious task force does provide alternate learning strategies for students. I have seen many of these activities tried enthusiastically by teachers and received in the same manner by students.

Certainly, we do not feel that this material should remain in this form forever. I suggest to the educators who choose to use these activities that they change, critique, and create far beyond what they find printed here.

James W. Wilson

James W. Wilson, Director
Career Education Project

TRI-COUNTY CAREER EDUCATION TASK FORCE

Allegany, Garrett, and Washington Counties

Career Education Concepts

1. Careers are interdependent and should benefit society.
2. People work for rewards and satisfaction.
3. There are rules for all kinds of work.
4. Attitudes and personality factors have an effect on work, performance, and success.
5. Work has dignity and is worthwhile.
6. All work involves the production of either goods or services.
7. Most kinds of work require some skill or training.
8. People should contribute their particular talents and capabilities to the world of work.
9. People should adapt to technological and sociological changes which create or eliminate work.
10. Environmental and cultural factors determine the kinds of work available.
11. People's work affects their way of life.

SUMMARY OF

CAREER AND OCCUPATIONAL DEVELOPMENT OBJECTIVES

I. Prepare for making career decisions

- A. Know own characteristics relevant to career decisions
- B. Know the characteristics and requirements of different careers and occupations
- C. Relate own personal characteristics to occupational requirements
- D. Plan for career development or change

II. Improve career and occupational capabilities

III. Possess skills that are generally useful in the world of work

- A. Have generally useful numerical skills
- B. Have generally useful communication skills
- C. Have generally useful manual-perceptual skills
- D. Have generally useful information-processing and decision-making skills
- E. Have generally useful interpersonal skills
- F. Have employment-seeking skills

IV. Practice effective work habits

- A. Assume responsibility for own behavior
- B. Plan work
- C. Use initiative and ingenuity to fulfill responsibilities
- D. Adapt to varied conditions
- E. Maintain good health and grooming

V. Have positive attitudes toward work

- A. Recognize the bases of various attitudes toward work
- B. Hold competence and excellence in high regard
- C. Seek personal fulfillment through own achievements
- D. Value work in terms of societal goals

Taken from: National Assessment of Educational Progress, 1971; J. Stanley Ahmann, Staff Director and James A. Hazlett, Administrative Director

ART and CAREER EDUCATION

Concepts

1. The process of making arts as a form of work is important to the artist in that he is fortunate because he is involved in the whole process of making from start to finish. This is not the case in most occupations today.

2. Everyone makes things; the similarities and differences in artistic and industrial forming processes provides for imaginative planning and manipulative skill of people as they direct and control the tools of productions.

3. The students will experience constructing a project which will be used by young children. The project itself has a career-related theme and the activity involves older children helping younger children learn.

4. The excitement of physical interaction with the sea in work and recreation is seen in the activities of sailors, fishermen, and divers. This excitement is demonstrated through photography, painting, and art objects.

5. The student will be able to relate: a. the most satisfying aspect of the job. b. the most difficult or frustrating experiences encountered. c. the job title he would have were he employed as a professional.

Elinor Bell
Sandra Gates

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UNIT: Images and Things - People Working

LEARNING OUTCOME(S): Students will be able to design projects depicting the kinds of work artists do, showing the various processes used in creating a design.

Career Education Activity	Activity Evaluation/Comments
1. Assemble examples of paintings by artists such as, Jackson Pollock, Franz Kline, and George Seurat. Analyze and discuss the style and technique of each and compare these to the paintings of some other contemporary painters like Willem de Kooning.	
2. Collect and bring to class all kinds of plastic containers, packing material, utensils, broken scrap materials, toys, and wrappings. Experiment with these materials, cutting, forming, assembling them in a collage or sculpture.	
3. Select an occupation in the field of related arts from the list of job titles and prepare an oral presentation that will encompass the following ideas: a. background information b. implementation of techniques c. visuals depicting the occupation in a variety of work areas d. objects constructed, designed, or created through the processes of the occupation e. demonstration of the processes involved in the methodology of the occupation	
4. Research, report, and demonstrate to the class the process of casting by the "lost wax" process.	
5. Invite a ceramist to visit the classroom and observe his demonstration of the process of "throwing" a pot on a wheel. Discuss the various step-by-step approach necessary to complete a pot and the relationship of a pot's form to the way it was made.	

UNIT: Images and Things - People Working

LEARNING OUTCOME(S): Students will be able to design projects depicting the kinds of work artists do, showing the various processes used in creating a design.

Career Education Activity	Activity Evaluation/Comments
6. Visit a place of business in your community to locate an occupation in one of the related arts areas. Sketch or photograph workers engaged in various kinds of activities and incorporate these photographs or sketches into a mural, using paint, chalk, cut paper or a combination of these materials.	
7. Visit a place of business in your community to locate an occupation in one of the related arts areas. Sketch or photograph workers engaged in various kinds of activities and incorporate these photographs or sketches into a mural, using paint, chalk, cut paper or a combination of these materials.	

Job Titles (From number 4)

artisan/craftsman
jewelry design
landscape design
advertising
industrial design
medical artist
cartographer
industrial art
poster design
layout editor (magazines, newspapers)
illustrator (books, magazines)
interior decorating
fashion design
graphic artist
sculptor
commercial artist
lettering (design)
architect
draftsman
photographer
museum director
art instructor
greeting card design
textile design
potter

UNIT: Images and Things - Everyone Makes Things (Kinescope)

LEARNING OUTCOME(S): Students should be able to design objects with a variety of materials after viewing the kinescope.

Career Education Activity	Activity Evaluation/Comments
1. Collect, assemble, and exhibit illustrations from books, magazines, and other visual media, or design drawings or paintings, showing processes such as drilling, casting, and constructing. 2. Using the process of cutting-design a montage of tools used for cutting direct kinds of materials. 3. Invite a local artist or craftsman to produce an oral presentation discussing his craft, demonstrating the process, articulate about his training, and enlighten the students about the relationship of his medium for industry and the arts. 4. Collect, display, discuss, and compare similar artistic and industrial processes, such as glass forming, wax modeling, casting, welding, clay modeling, drilling, constructing and others. 5. Visit a construction site and film or sketch processes in progress. Discuss the kinds of tools being used in the various processes.	

UNIT: Sea Images (Kinescope)

LEARNING OUTCOME(S): Students who view this film will be able to create, construct or build projects related to the sea.

Career Education Activity	Activity Evaluation/Comments
1. Describe orally sensations, moods, feelings, and ideas derived from the sea. 2. Express the various responses derived from the sea through such artistic areas as painting, drawing, sculpting, modeling with clay, printing. (silk screen) 3. Examine reproductions of paintings of the sea and discuss the techniques, materials, and composition the artists used to achieve the effect. (Name reproductions.) 4. Collect and study sea shells. Design a visual display of the variety of shell motifs and depict the utilization in such areas as textiles, architecture, commercial advertising, product design and others. 5. Assemble poetry, songs, prose, chanteys about the sea and illustrate these with drawings or paintings. Note: An audiovisual presentation (recording sounds and photographing areas surrounding the sea-develop into slides or filmstrip with music) 6. Collect examples of myths and legends associated with the sea; locate illustrations related to these myths and/or design illustrations to accompany them. 7. Make a sand casting of object found near the sea (seashells, sand dollars, fishing nets and others) Note: Each of the finished pieces of sculpture can be analyzed, discussed, and if desired, given a title.	

UNIT: Psychology

LEARNING OUTCOME(S): Using a classmate for subject matter, the student will take a photograph which reflects an awareness of good composition and lighting.

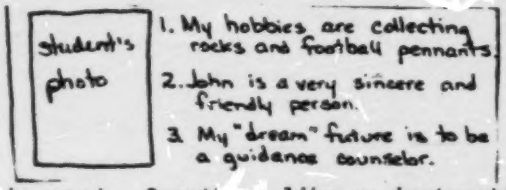
Career Education Activity	Activity Evaluation/Comments

(A Bulletin Board or Notebook combining Social Studies and Art)

MATERIALS NEEDED -

Camera (i.e. Instamatic)
Film
Notebook paper

SAMPLE →


student's photo
1. My hobbies are collecting rocks and football pennants.
2. John is a very sincere and friendly person.
3. My "dream" future is to be a guidance counselor.

THE ACTIVITY - A simple camera should be used. Something like an instamatic would be ideal. Encourage the students to choose a theme for the photograph. (An example might be each one doing something that interests him.) Or, to simply frame the face so that it composes the largest part of the photo.

After the pictures are developed:

A. Ask each student to write a simple statement about himself and post in plank no. 1
B. Later, add a comment made by a classmate. (The comments are to be positive and, if need be, checked first by the teacher.) Blank 2
C. Later, add a "dream" comment relating to each particular student and his future. Blank 3

UNIT: Man As A Group Member (Art and Social Studies)

LEARNING OUTCOME(S): The student will design and make an invitation to a class speaker.

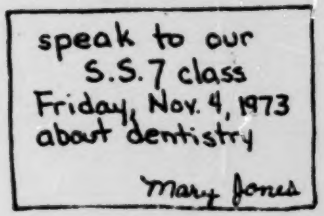
Career Education Activity	Activity Evaluation/Comments

To help guide the art activity :

An invitation should have a simple cover design, using few colors and details. A bold, well-planned design is more striking than an intricate composition. Choose a size (approximately 7" x 10" or 3" x 5", folded) and practice first on notebook paper. Felt-tip pens, cut-construction paper, or even glue-down fabric designs are good media for the outside of the invitation. Lettering on the inside must be neat. Lightly penciled guidelines should be used.

SAMPLE

(Or, the inside could just be a letter of invitation from the class. Thank-you notes might also be made.)



UNIT: Design A Button (Relate to Social Studies Unit: Psychology and Attitudes About Self and Work)

LEARNING OUTCOME(S): The student will use the theme "A Person Is Like" in creating a simple, attractive button design.

Career Education Activity	Activity Evaluation/Comments

MATERIAL SUGGESTIONS:
Felt-tip pens, all colors
Ink or watercolors
Colored pencils
Paper for Button Backing*

SAMPLE

To guide the art activity:

First, discuss ideas about "A Person is Like....". How could each student add to this idea? Then consider other ways this central thought could be communicated:

1. combination of words and pictures
2. pictures only
3. a symbol to represent the idea

HINTS in guiding student work: Make one full-color plan first.
Do not erase on the "final".

Buttons must:
be eye-catching
carry a message (verbal or pictorial)
be very neat
be original

*variation - Buttons could be made on tagboard and covered with clear contact. Tape a safety pin to the back.

For a sample button and complete instructions, write:
Butte des Morts,
Box 488, Menasha, Wisconsin 54952

UNIT: Making A Career Game For Kindergarten and First Grade

LEARNING OUTCOME(S): Using the theme of a familiar career, the students will make a character board which exhibits planning and good workmanship.

Career Education Activity	Activity Evaluation/Comments

Materials Needed
Cardboard (approximately 2' x 3')
Pencils
Tempera or Poster Paint
X-acto Knife

THE ACTIVITY

This project may lend itself to group work. The students should begin by choosing a different career for each cardboard. Cut out a hole for the face. Draw and costume the body. Paint with tempera paint.

First grader have high opinions of the art ability of junior high students; so, although students should strive for careful planning and workmanship, they ought not be discouraged or too self-critical with their drawing ability.

The younger children can use these character boards for role playing, skits, or free-time games relating to career themes.

UNIT: Designing and Making Business Cards

LEARNING OUTCOME(S): The student will combine good lettering and elements of design in making a business card for himself.

Career Education Activity	Activity Evaluation/Comments

MATERIALS NEEDED -
scraps of construction paper
pencils, pens, felt-tip markers
glue

THE ACTIVITY
The students should see examples of real business cards and discuss ways to make the cards more attractive. Adding color, simple decorations, and neat lettering help create an eye-catching business card. There should be a minimum amount of reading material: name, phone number, service-only what is absolutely important.

Small decorations could be made from cut-construction paper and pasted to the card. Designs or symbols could also be made with felt-tip pens. For lettering, consult a simple Roman Alphabet.

The student's business card should be something real and useable for him.
Examples: babysitting
newspaper delivery
weekend errands
band or musical group

Sample Idea →

UNIT: "Design A _____ For Kids"
(Activity Center)

LEARNING OUTCOME(S): The student will use a concern having personal interest in creating and designing something expecially for kids.

Career Education Activity	Activity Evaluation/Comments

A. Present the idea and list some project suggestions.

Show examples of projects
1. Linear drawing
2. Cut paper
3. Diorama

B. Display samples of objects designed and made by kids. Include brief information about professionals who design.

The students should be encouraged to use their imaginations in designing something for kids. They must not be allowed to copy. Although nearly any media may be used, the techniques suggested (linear drawing or cut paper) are good ones for this activity. The diorama, is suitable for designing parks or buildings, landscaping or interior design. The students may need a brief explanation or demonstration of techniques before beginning their individual projects.

(Diorama Sample)

UNIT: "Design A _____ For Kids"
(Activity Center)

LEARNING OUTCOME(S): The student will use a concern having personal interest in creating and designing something especially for kids.

Career Education Activity	Activity Evaluation/Comments

Project suggestions are to design:

a rec room	toys or games
clothes	a t.v. show
jewelry	transistor radios
a bedroom	badges
motorbikes	
an automatic room cleaner	

Suggested format for a "Commission Slip":

Your Commission:
I _____ am going to design a _____
(name) (project description)
for kids.

Check here when done.

The first step is to plan on notebook paper _____
Choose a technique and assemble materials needed _____
Have a progress conference with your teacher as you work _____

Commission Summary -
Write or tell about
a. the most satisfying aspect of the job.
b. the most difficult or frustrating experiences encountered as you worked.
c. the title or name you would have were you doing this project as a professional (i.e. an Interior Decorator, and Architect, a City Planner, and others)

UNIT: Photography - Interest Center

LEARNING OUTCOME(S): The student who elects this activity will be able to take a photograph which has a subject matter theme and reflects an attempt at interesting composition.

Career Education Activity	Activity Evaluation/Comments

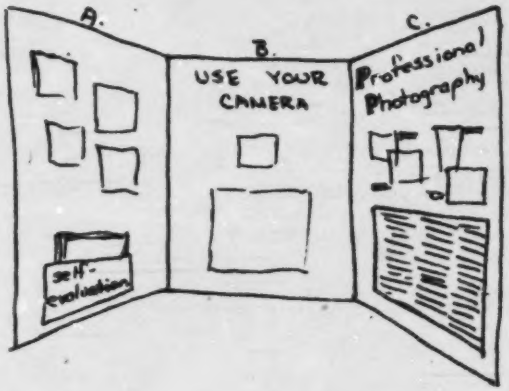
A. Examples of student photography

self-evaluation

B. How to use a camera

Where to buy film, misc. costs

C. About professional photography:
equipment
experiences
qualifications
related fields
examples of work
and photographs



This type of learning center is intended to provide an optional experience for the child. Most students have (or have access to) a camera and may find it challenging and satisfying to learn to take a good photograph. Books providing guidelines for student experiences in photography are:

Photography, the Amateur's Guide to Better Pictures, by Herbert S. Zim, Ph.D., and R. Will Burnett, Simon and Schuster, N.Y. 1956

Photography for Your Family, Better Homes and Gardens, Meredith Press, N.Y. 1964

Photo Design-Picture Composition in Black and White Photography, Harold Mante, Van Nostrand Reinhold Company, N.Y. 1971

UNIT: Psychedelic Futures

LEARNING OUTCOME(S): The student will make a large, decorative figure which is representative of a specific occupation.

Career Education Activity	Activity Evaluation/Comments
MATERIALS NEEDED: Large paper (such as brown kraft paper) Oil pastels, chalk, crayons, or magic markers White chalk - for preliminary sketching Scissors Various models in costume THE ACTIVITY Basically, this is a figure drawing lesson. Using live models presents a real challenge to the adolescent student. Carpenters, secretaries, mechanics, businessmen, and others could pose for one period in order that the preliminary chalk sketches be made. The children may work in small groups or as individuals. The drawings must be large. After a satisfactory white chalk "outline" has been completed, the figure is filled with colorful psychedelic designs. Basic features are drawn, but exaggerated. An un-realistic approach to drawing the human figure can help this age student feel less self-conscious about his artistic abilities and may help develop more positive attitudes about himself and drawing. (Drawing is fun rather than a discipline.) Cut out finished drawings and display. Perhaps models could speak to the children as they pose during the initial class period regarding various aspects of their individual occupations. The Social Studies and Art teachers might want to work together on this activity. Also, see Art In Depth by F. Wachowiak and D. Hodge International Textbook Co., Scranton, Pa. c. 1970 for more ideas on drawing the psychedelic figures.	

UNIT: Art Projects and Career Education

LEARNING OUTCOME(S): The students will use the general theme of career education in doing an art project.

Career Education Activity	Activity Evaluation/Comments
1. Make a photo montage or collage having a single occupational theme.	
2. Use many occupations and jobs for the theme of a collage.	
3. Make life-sized drawings on brown kraft paper.	
4. Draw "Visual Riddles" - omit the person, but include many hints (such as where the person works and the tools he uses). See if other students can guess the occupation.	
5. Wire Sculptures using scraps of telephone wire. Get figures in action.	
6. Decorate a place to work in dentist's office, carpenter's shop and others.	
7. Design symbolic patches or emblems.	
8. Design postage stamps honoring various occupations.	
9. Make a scrapbook, designing an attractive cover with a title such as "My Interests."	
10. Posters (Bold, 2-3 colors) of a person whom they admire. Discuss what qualities instill respect or admiration of another individual.	
11. Make a "Cardboard Corridor" - a cardboard hallway of occupations to which projects could be added and displayed throughout the year.	
12. A Photograph & Interview Program - Have students interview someone and take a photograph as a part of the assignment. Post the photo and interview information on a "Career Interview Board."	
13. Fashion Design - Design functional and colorful clothes to work in.	

UNIT: Art Projects and Career Education

LEARNING OUTCOME(S): The students will use the general theme of career education in doing an art project.

Career Education Activity	Activity Evaluation/Comments
14. Mural of Work In the Community - Actual depiction of student's homes (map approach) with visualization of jobs people do, where they travel and others.	
15. Make puppets - write and perform a puppet show having a career related theme, (Such as "A Visit with My Classmates 20 Years From Now").	
16. Make jigsaw puzzles ("Put-together a career"). Use tagboard, photos or kids' drawings.	
17. Make a list (contest - See whose is the longest) of the jobs people do. (Could be added to cardboard corridor - #11)	
18. Make Flags (to be flown at conventions and others.) What is a flag? How can it symbolize an idea?	
19. Design a creative centerpiece to be used at a specific occupational banquet or dinner. (carpenters, surveyors, furniture designers and others)	
20. Make Black Silhouettes of people who work alone, with small groups of people, with large groups, as leaders, and as followers.	
21. Make a career game that would be fun to play. (Choose a date to play all the games.)	
22. Design and make a business card for yourself.	
23. Make a pencil-holder by painting a tin can. Theme: "What I Like About Myself."	

UNIT: Art Projects

LEARNING OUTCOME(S): The students will use the general theme of career education in doing an art project.

Career Education Activity	Activity Evaluation/Comments
24. Make Clothespin Dolls, dressed as a worker. (Give to grades K or 1 for younger children to use.)	
25. Invent something that would make your father's or mother's job easier.(Ask parents for ideas.)	
26. Charlie Brown is getting a job. Write and illustrate a cartoon strip about his job interview, his feelings, about going to work, and his first day on the job.	
27. Using make-up (and a hat, if necessary) design yourself from the neck up as you would be were you 27 years old and employed.	
28. Design a mural representing appropriate jobs, tools, and workers to be used to decorate the cafeteria wall of a local industry.	
29. Design a key that would unlock the door to your dream occupation.	

Art Matrix

Directions-

There are 18 art words hidden in this Matrix. When you find them circle the letters. The words are: Expressionism, montage, applique, photography, decoupage, texture, penspective, collage, Sculpture, modeling, etching, art, architect, shading, shellac, batik, mosaic,ceramic.

E	X	P	R	E	S	S	I	O	N	I	S	M
G	M	H	P	G	Q	O	R	F	M	Z	C	O
A	A	O	A	A	X	T	W	P	N	J	U	D
T	P	T	G	P	D	P	O	E	C	R	L	E
N	P	O	V	U	T	E	H	S	L	G	P	L
O	L	G	A	O	E	R	U	T	X	E	T	I
M	I	R	P	C	F	S	W	M	R	I	U	N
U	Q	A	Q	E	R	P	X	E	C	S	R	G
T	U	P	O	D	T	E	T	G	H	G	E	S
C	E	H	G	D	W	C	M	A	E	R	H	A
B	I	U	N	Z	D	T	X	L	C	S	O	S
E	U	R	I	M	L	I	S	L	A	E	T	U
G	E	G	D	E	M	U	I	O	S	N	R	X
L	U	K	A	Z	Y	E	T	C	H	I	N	G
N	W	O	H	T	S	C	E	T	E	P	C	A
I	A	B	S	B	H	G	P	N	L	A	E	B
T	R	C	F	A	U	U	I	D	L	C	R	S
Q	T	C	E	T	I	H	C	R	A	S	A	T
C	H	H	W	I	S	P	T	O	C	E	M	A
E	O	E	R	K	H	E	R	T	S	J	I	C
L	X	L	O	T	O	M	O	S	A	I	C	S

Art Word Scramble

1. EIGDNS-__ ____ _ _ _
   a certain pattern
2. TSICERHTY-__ ____ _____ _
   a design using needle and thread
3. OMBILE-_____
   a piece of sculpture that moves
4. ATORONC-__ __ ____ _____
   a humorous or funny picture
5. CUSPLURTE-____ ____ ____ _____
   a form made of clay, wood, or metal
6. RWADGIN-____ ____ ____ _ _
   a picture done in pencil
7. ADLNCSPAE-____ ____ ____ _____
   a picture of nature (trees, mountains, grass, ect)
8. RIPNINTG-____ ____ ____ ____ _
   used on posters and pictures
9. ETTLERING-__ __ _ _ _ _ _ _ _
   a form of writing
10. EASCPAES-____ ____ ____ ____
    a picture of the ocean (fish, plants, ect.)
11. APNITING-____ ____ ____ ____
    a picture decorated with paint
12. OSTREP-____ ____ ____ ____
    an idea put onto poster board
13. OOCLRWAERT-____ _ _ _ _ _ _ _ _ _
    a kind of paint
14. LOOCR-__ ____ ____
    rainbow, spectrum, etc.
15. TILLS FEIL-____ ____ ____ ____ _ _
    a picture of a stationary object
16. RUSHB-____ ____ _
    a painting utensil
17. EXH IGNS-____ ____ __ ____
    (an art project) used to ward off evil spirits
18. LCORO HEWEL-____ ____ ____ ____ ____ ____
    (an art project) a circle containing primary, secondary and tertiary hues.
19. RAPCTS-__ ____ ____ ____
    decoupage, paper mache, sculpture, ect.
20. RTISTA-__ _ _ _ _ _

Artistic Occupations

The artistic person copes with his physical and social environment by using his feelings, emotions, intuitions, and imagination to create art forms or products. For the Artistic person, problem solving involves expressing his imagination and taste through the conception and execution of his art.

Singularly, he relies principally on his subjective impressions and fantasies for interpretations of and solutions to environmental problems. The Artistic person is characterized further by his complexity of outlook, independence of judgement, introversion and originalities.

Drama Coach
English Teacher
Journalist-Reporter
Drama Teacher
Dancing Teacher

Writer
Editor
Actor-Actress
Advertising Man
Designer
Foreign Language Interpreter
Interior Decorator

Philosopher
Art Teacher
Literature Teacher
Music Teacher
Musician

Architect
Artist
Photographer
Photolithographer
Photograph Retoucher

Advertising Manager
Entertainer (Dancer, Singer)
Public Relations Man
Fashion Model